Mary Baldwin

RTHA S. GRAFTON LIBRARY
MARY BALDWIN COLLEGE

Mary Baldwin

In This Issue

THE PRESIDENT'S COMMITTEE REPORTS:

1 College Style Should be Appropriate to Its Purpose

8 The Curriculum: Innovation Possible in Present Frame

13 The Consequential Impact: Challenges Match Opportunities

17 The Challenges for Mary Baldwin in the 70's
Highlights of the Committee Recommendations

18 The President's Committee

19 The Time Is Here: We Have Begun Our Work
by President William W. Kelly

20 Lee Bridges, Emeritus
by Don Hamilton

22 The Incomparable Graftons
by Karen Schultz Bain, MBC '62

Our Cover Girls are Lee Cunningham, from Longview, Texas, in the long pants, and Bliss Buford, of Richmond, Va., both rising sophomores.

Editor: *Dolores Lescure • Vol. XIX, No. 4, June 1971.*

Issued 7 times a year February, April, May, June, July, October and December by Mary Baldwin College, Box 2445, Staunton, Virginia 24401. Second Class postage paid at Staunton, Virginia 24401, and at additional mailing offices.

Nearing the end of his second year as president, Dr. William W. Kelly received from his special Committee on the Challenge of the 70's a report which very ably charts how Mary Baldwin can advance as a woman's college devoted to the liberal arts.

The committee of 15, of which Richard P. Gifford, a General Electric Company executive, was chairman, met throughout 1970 on a monthly basis and considered all areas of college life. They discussed projected changes at Mary Baldwin to reflect changing needs of society and higher education. They assessed Mary Baldwin's strengths and they arrived at two basic challenges: to improve the nature of the college community and to improve the nature of the academic program. It was not the committee's duty to suggest ways of obtaining financial support; however the study clearly delineated certain priorities for expending college funds in the next decade.

Three main portions of the committee's report are printed in this issue of *Mary Baldwin* for the information and serious consideration of the total college community—alumnae, parents, students, faculty, and friends.

The president would welcome your comments, too.

NAME	RESIDENCE
CHELLIS, NANCY SWANN	WIHS1022
CHENOWITH, KRISTIN A.	SPNE2216
CLEMENT, ELIZABETH R.	MAD
COLLINS, ANNE H.	SPNW3308

FERGUSON, MARY STARKE	RID 2004
FORE, ELIZABETH M.	MEM 2209
FRANCIS, MARY ELIZABETH	RID 2005
FREY, SHIRLEY LEE	SPNE2222
FRITH, JANE ELIZABETH	FRE 2

College Style Should be Appropriate to its Purpose

THE success of Mary Baldwin College in the pursuit of its central purpose depends largely upon its ability to maintain consistency of style between the curricular and extra-curricular aspects of college life.

The committee has examined the recently revised charter of the college. With reference to the college's formal church relatedness, we find the charter commendable both for what it includes and for what it omits. Mary Baldwin should affirm and honor its heritage as an institution of liberal education founded by the Presbyterian Church and rooted in Christianity. It is, and should continue to be, an expression of Christian service to the world, and this sense of service should inform everything which the college does. It should inspire the search for truth, strengthen the concern to care for the earth and its environment, extend and reinforce trust among members of the college community as well as of the world community, help to break down barriers of prejudice and ignorance, provide courage to face squarely all ethical issues, and lay the foundation for all who will to express through worship their sense of wonder, joy, and grief.

Nonetheless, no element in the style of the Mary Baldwin community is more important in this respect than is the element of openness. It should be no part of the policy of this college to foster a narrow sectarianism or even to proselytize for a religious outlook of any sort. The Christian character of the college should be displayed through the quality and tone of community life which the college actively seeks to foster. It should be displayed as well through the opportunities offered, say, for the study of religious literature and traditions of all sorts and for the expression of worship. But it would be contradictory to the Christian sense of service should any member of the college community feel coerced with reference to his religious beliefs or practices, and it should be a part of the college policy to avoid, within or outside the curriculum, whatever might amount to coercion in this regard. A Christian commitment is meaningful only when it is deeply personal and independently made.

WE have referred to intellectual excitement as a "temper," meaning that it is a quality of mind or an awakened and active desire for knowledge. Intellectual excitement then is qualitative and should be measured appropriately. It should be measured for its intensity. But even if a given institution were to score high in such a measurement it should not on that basis alone be thought to be in a favorable condition. A temper or desire or passion,

whatever its intensity, is in and of itself neither good nor evil. Whether the community characterized by intense intellectual excitement is in a favorable condition or not depends altogether on the ends in the service of which the passion is expended. Intellectual excitement and the thinking engendered by it which do not focus on the major problems of human well-being run the risk of becoming themselves *the* major problem for human well-being. The ethos of academia needs to be a combination of intellectual power, intellectual excitement *and* moral concern.

The major channel for expressing as well as conditioning the academic ethos of Mary Baldwin is and should be the formal curriculum. If the combination of intellectual power, excitement and moral concern is not displayed in the academic classroom then nothing done apart from the classroom will compensate. On the other hand, what is done outside the classroom in an academic community may very well either hinder or enhance what is attempted within it. The next chapter is given entirely to comments and recommendations having to do with the formal curriculum. Here we want to concentrate on the communal setting for the curriculum, the specific social context within which intellectual interests arise, some of which are treated through the curriculum and some not.

Demands for thought along with their attendant passions are generated in our day outside the classroom as well as inside.

This committee understands one of the challenges for *academia* most clearly signalled by the 1960's was discovering a way to integrate those demands and passions, variously derived as they are, into a single, unified educational experience. Some colleges have chosen to meet this challenge by rejecting their planned curricular structure almost entirely. Having considered this possibility for Mary Baldwin, we reject it. But, in doing so, we have been led to review the need within the college community itself and within the larger community for some kind of informal guidance apart from the curriculum in organized and concerned reflection on a variety of intellectual, social and ethical issues which come and go with the changing times.

Examples of such issues would include the volatile ones of ecology, civil rights, local or national government policy, campus violence and women's liberation, as well as the seemingly more tame ones of an innovative movement in music, art or poetry, a controversial movie, the practice of astrology, or the teachings of an Indian guru. It is our opinion that issues of this sort are going to continue to

arise with a speed and intensity which will demand attention from reflective people but will defy immediate inclusion within the basic curricular structure of an academic institution.

In consideration of the problem thus posed, this committee was greatly assisted by a recent sociological study undertaken for the Danforth Foundation by the late Kenneth Underwood and published under the title *The Church, the University and Social Policy*. Adapting some of Underwood's ideas, we suggest that a reconceived role for the college chaplain would enable the college to deal with the problem described above without having to sacrifice organized inquiry within the curriculum as a foundational educational experience. We are persuaded that in the coming years the needs of college students for personal counselling, frequently in the past provided by college chaplains, will be increasingly provided by others within a college community or within the larger community in which a college is set. We are persuaded also that the need for expertise or authority in the conduct of worship might similarly be easily satisfied. Furthermore, insofar as a concern for truth, as well as for the moral life, has always been identified with the ministerial office, an historical rationale for the reconceived role of the chaplain would not be difficult to come by for those who might want it.

It is the recommendation of this committee, then, that the office of the chaplain at Mary Baldwin be established on a high administrative level and that the chaplain himself be made responsible within the hierarchy of authority only to the president. He should be a person of broad and high academic qualifications because his responsibilities will tie him more closely into the educational enterprise of the college than has usually been the case. He probably would be an ordained minister.

"He" could be either male or female. His primary responsibility would be educational. Most of his work would be done apart from, though alongside and always in cooperation with, the curricular program of the college. In part it would be his job to channel into organized and responsible study those students, faculty and citizens of the larger community whose interests cannot be satisfied through the regular curriculum. In part, it would be his job to arouse and stimulate interest among those who are unnecessarily indifferent. The chaplain would then be a catalytic agent for both intellectual excitement and its responsible expression. He might organize colloquia, discussions or study groups composed of students or of faculty or of townspeople or of any combination of these. They might be comprised of many people or of only a few. A single evening might suffice for the work of one group. Others might take months.

The chaplain's administration of these activities would be informal and his personal participation limited only by his own time, energies and interest. But the result of his efforts, we would hope, would be more fully to conform to one another the style of the extra-curricular and the curricular aspects of college life; more fully to develop the sense of community within the college and between the college and the larger spheres of society; more adequately to insure that the personal, social and moral dimensions of the classroom pursuits of the college could not and would not drop from sight outside the classroom.

The committee has a second recommendation to make with reference to the academic ethos of Mary Baldwin College. We have been greatly impressed across the course of our own deliberations with the way in which an ongoing discussion within the college on the subject of liberal higher education feeds into and improves the general life of the college, including its intellectual tone.

There are, in fact, certain recommendations not included in this report simply because between the time that we decided upon them and the time of the final composition of the report the recommendations we had in mind had already been actualized. But more importantly, all of the members of this committee and those of our friends who were unable to escape our enthusiasms have been led to a broader and fuller understanding of the educational enterprise in which we are all engaged.

It is our recommendation that the president of the college institute regular, but not necessarily continual, discussions among faculty, students and administration on the meaning of liberal higher education and the question as to what conditions and constitutes excellence both in teaching and learning. Just how these discussions would be conceived and conducted we would not presume to specify beyond saying that, in view of their likely importance, they should be thoughtfully planned as central rather than peripheral activities in the life of the community.

Mary Baldwin has tended in the past to be highly homogeneous in composition, a condition naturally attributable to several factors, some positive and, some negative. Among these factors have been our tradition as a woman's college, a relatively isolated location, a denominational church heritage, a regional history of racial segregation and the necessarily substantial fees. In recent years, and for a variety of reasons, many of these factors have

changed. The highway system in Virginia makes Mary Baldwin no longer isolated. The ecumenical movement and a general trend towards secularization have altered the religious atmosphere. Society and the school with it have determined to resolve the problems of racial segregation and discrimination. Each of these changes has been accompanied by a heightened general awareness of the world resulting from the growth of the communications media. And all of the changes suggest that a greater heterogeneity in the Mary Baldwin constituency will be both valuable and, to some extent, inevitable. The two factors which have not changed are the policy of admissions for women only and the necessarily substantial comprehensive fee. We can say here that in the foreseeable future the comprehensive fee is unlikely to be anything other than substantial because of Mary Baldwin's scant endowment.

But the value of heterogeneity remains, not as a dispensable luxury but as an educational necessity. Among the faculty and administrative staff, as well as among the student body, a diversity of outlook and background is most important. The college has, as a matter of fact, already acknowledged its importance and has made some headway towards realizing it.

It is the recommendation of this committee, therefore, that the college continue and expand its efforts to achieve a greater heterogeneity. Efforts should be made to increase the sectional, national, religious and racial diversity within the student body. With the college's location in the South and its declared eagerness to be of creative assistance in the resolution of racial problems long identified with this region of the country, continued efforts to increase the percentage of black students are particularly important. Special priority should also be given to obtaining additional scholarship funds which will enable us to compose a student body of diverse economic backgrounds.

Finally, frequent review should be made of course programs and admissions policies with an eye to widening the age spectrum among the students at both ends. Qualified and highly motivated young people who are one or two years away from a high school diploma should be encouraged to apply for admission. And the possibility of offering special degree programs as well as non-credit courses to the general public should continue to be explored as it has in the past.

Among the faculty and administrative staff the need for diversity is to be conceived somewhat differently because at this level consideration must be given to philosophical and disciplinary orientation. This committee subscribes to the conviction that, generally speaking, the greater the variety of orientation represented within the faculty and administration, the greater will be the strength, vigor and integrity of the intellectual life of the community as a whole.

We therefore recommend to the administration and to the departments of the college that in the selection of new personnel the need for diversity of viewpoint be placed second only to the need for competence. It is also the strong conviction of this committee, one which we believe is in accord with the present attitude of the college, that an immediate, aggressive and sustained effort should be made to secure black representation within the administration and on the faculty of the college. Our status as a Christian church-related institution of liberal higher education makes this effort a moral imperative, quite beyond its commendability as an educational necessity.

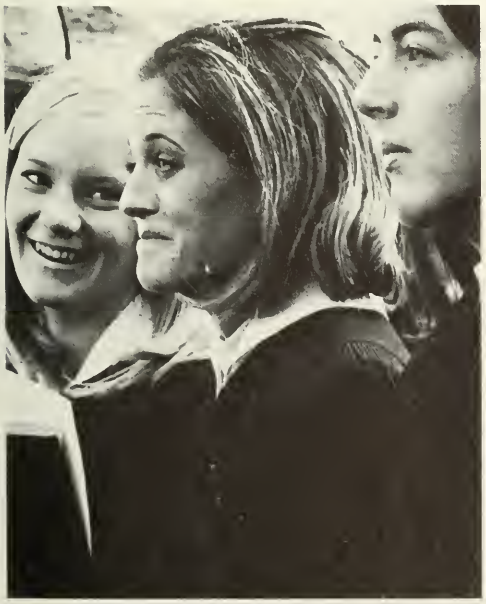
It may seem inconsistent with our plea for heterogeneity now to recommend that, for the time being, Mary Baldwin

remain a college for women. But we do make that recommendation on the basis of two arguments in its favor, both based on a frank acknowledgment of the persistent and widespread prejudice in our society against women as intellectuals and leaders.

The first argument is that an exclusive setting for women in liberal higher education provides the important opportunity, hardly available otherwise, for women students to develop intellectual interests in a context which supports and encourages creativity and aggressiveness from them in this regard. The exclusive setting enables faculty and students together to work consciously against those social influences which inhibit full appreciation and utilization by the student of her intellectual capacities.

The second argument is that the exclusive setting provides women with the opportunity to serve in—and thus to gain experience in—positions of leadership and responsibility which often, for complex reasons, are not open to them in the coeducational setting.

This committee is well aware that neither separately nor in combination are these two arguments overwhelmingly



powerful, but we have found them sufficiently cogent to conclude that an exclusive setting in liberal higher education is still highly commendable, if not for all women, at least for many. We admit freely that there may be difficulties nonetheless with our recommendation. For one thing, such a policy may in the future have legal implications. For another, the sheer pressure of social trends within the educational scene may require Mary Baldwin to become a coeducational institution simply to survive. We do not think that either of these considerations warrants a change in policy at this time. In fact, we suspect that the two arguments in favor of retaining the policy will prove eventually to be so very important that a hasty change now might be quite unwise. By our recommendation we wish in no way to suggest, however, that the college reconsider its participation in the eight college consortium, which includes three all-male colleges.

ON the matter of the size of the college, there is no indication either of a desire on the part of anyone to make Mary Baldwin into a large college or of the feasibility of the idea, even if there were a desire. Clearly, we are a "small" college, and while some growth in numbers seems likely for a variety of reasons, it is out of the question that we would become a "large" college. The committee considers the small size of Mary Baldwin a strength. The educational context at Mary Baldwin, the possibility—continually realized—of achieving a sense of community, the informality and intimacy which make personal concern a community characteristic, the opportunity for contact between student and instructor outside the classroom, as well as inside—all of these advantages and others—seem to us to accompany smallness as we know it.

The committee is favorably impressed with the determination displayed increasingly by the college in the recent past to attract faculty who are competent both as students within their disciplines and as classroom teachers. Mary Baldwin's growing reputation for excellence is deserved. But what makes it distinctive—not by any means unique, but nonetheless distinctive—is the way in which a competent faculty and an able student body are able to engage personally with one another in the educational enterprise. This seems to us to be education at its best, and we think it in large part to be a function of size.

Perhaps because of its small size but more probably because of the skills of its administrators, Mary Baldwin College seems to have displayed across the past few turbulent years both the flexibility and the balance requisite for respect by the faculty and credibility in the minds of

the students. Governance problems, which are always vexing to some degree, are minimal at Mary Baldwin. Students, faculty and administrative staff are represented in appropriate ratios on college committees and in deliberating bodies. Channels of communication are open and generally well used. There is an active chapter of the American Association of University Professors at the college. And the students' governing of themselves is done effectively through a vigorous student organization employing an honor code and attending regularly to the need to evaluate and revise policy.

In general, the best guidelines for governance seem to this committee to be those which recognize and honor the basic groupings within the college constituency, viz., faculty, students, and administration. Where the activities and concerns of each group do not overlap with those of another group there should be autonomy. Where there is overlapping there should be formal provision for joint deliberation and cooperative decision-making. In effect, these guidelines are already operative at Mary Baldwin. Therefore, this committee offers no specific recommendations with regard to governance.

We also have no specific recommendations to make with reference to the social ethos of Mary Baldwin but there are some observations we wish to record.

Mary Baldwin's social life is divided between those activities and periods of time which are more fully structured academically and those which are relatively unstructured. This division follows naturally from the fact that Mary Baldwin is a *community* dedicated to a particular kind of organized inquiry rather than simply an aggregate of individuals who have a single common interest.

The social ethos which results from this natural division in social life is largely conditioned by two factors. First, it is conditioned by the ratio of the academically structured activities and times to those which are unstructured. Over the past decade this ratio has been changed deliberately in favor of the unstructured times and activities on the laudable assumption that students want, deserve and can be responsible for greater freedom in organizing their own patterns of study. This change encourages an increasingly mature approach and attitude on the part of all in the community to the matter of interpersonal relationships as well as to academic pursuits. It makes possible the optimal social ethos for the realization of the college's central purpose.

The second factor conditioning the social ethos are the attitudes and expectations of students and faculty towards one another with reference to the curricular course work and to the integrity of the relationships established and developed in the classroom. Here the element of personal concern in the style of the college community is of crucial importance especially since throughout its history the strength of this concern has been one of Mary Baldwin's most distinctive traits. It is important with reference both to faculty and students. For the element of personal concern to function and thrive as it should, there has to be an underlying communal context. The pace and the pressures of contemporary life, however, along with the easy mobility of society at large have an erosive effect on the sense of community.

In the case of a college like Mary Baldwin this can easily mean that faculty are tempted to restrict their contacts with, and concern for, students to the classroom setting. It can even mean that the academic standards of the classroom are relaxed because the extensive personal contacts by means of which those standards are tested are on longer available. As for students, their sense of community is easily eroded when they absent themselves from the campus for long periods of time or when they otherwise

use their unstructured time detrimentally to the college's purpose.

This committee offers only these observations on the social ethos and has no recommendation because the conditions described are the result of very complex and much larger movements within the general society. Such observations were in the background of our thought when we fashioned the recommendation on the office and responsibilities of the college chaplain. We would hope that, whether sympathetically or critically, the college might test these observations in open forum and consider what responses, if any, might be helpful. We stress here that the interest of the College in this problem should be to enable the community as a whole to move in the direction of a unity of educational style both within and outside the classroom.

THE physical boundaries of the Mary Baldwin campus do not mark the limits of the college's educational influence or activity. In both formal and informal ways there are contributions back and forth across the bounds. Resources of the college serve the larger political and social communities as well as specific groups within these communities. And the college is served by resources which the larger communities offer to it. Greater human mobility, increased speed in communication, and the quickened pace of life in general suggest strongly that the dependence of the college community on the larger communities and vice-versa will deepen in the next decade. The college provides personnel who know how to move with critical facility through many subject areas and it has the organization and equipment to make that movement possible. And it has, as well, a vigorous student constituency most of whom are eager to be engaged across the course of their residency in activities outside the college. These are impressive strengths which Mary Baldwin should continue with increasing deliberateness to offer to any and all who need them.

This committee would encourage the college to continue and where possible to enlarge its efforts to be of service. Administration, faculty, and students should be aggressive in these efforts. Within the curricular structure serious consideration should be given to encouraging local townspeople to enroll in single courses and to the offering of some course work for non-degree students in the evening hours. Outside the curriculum, and particularly as the chaplain's study groups are formed, the potential membership of organized study groups should, wherever possible, be expanded to include persons from the community at large. The administration and departmental chairmen should explore the possibility of offering disciplinary services to the community at large and should not shy away from asking remuneration where appropriate. It is of particular importance that all such efforts, wherever they can be arranged, be cooperative endeavors with both students and faculty participating.

It is the educational value in this use of the college's resources which we would stress. Advantages attainable in few other ways accrue. Students and faculty together come into contact with the rich complexity of the human condition in both its misery and grandeur. There is a greater blending of young and old, rich and poor, advantaged and disadvantaged. The risk is reduced that understanding and living will be irreconcilably separated from one another. Educationally, the college needs to be needed.

The college also needs to be served. There are areas in which Mary Baldwin can and ought to take greater advantage of professional people, of people in the business and technological worlds, of those in politics and social

welfare, and of those in the performing arts and the arts of communication. Particularly in the next decade young women will be ever more aggressively seeking acceptance in both public and private spheres first of all as persons. Representatives in the fields just mentioned and others will be needed by students at this college to help make the options in life styles clear and available. They are needed so that students can measure their own abilities and skills by those that are already proven. They are needed so that students can broaden the range of their own personal experience by exposure to techniques and talents that simply are not present or available in a small college community such as our own.

To take but one example: the college now has an excellent choir and the students who desire it get good exposure to choral music. But the college has no orchestra. Without the service of performing artists in the broader community and nearby metropolitan areas education simply in the appreciation of instrumental music is quite difficult to provide. Mary Baldwin must make every effort to secure and utilize those educational resources (from the larger community) which the college itself cannot duplicate.

We have stressed that Mary Baldwin has some major advantages as a small school with an outstanding faculty in a fine location. It faces problems, some of them great. Among those problems, however, none is more important in relation to the central purpose of the college than that of developing and maintaining a community style appropriate to the college purpose.

Curriculum: Innovation Possible in Present Frame

In considering the direction which curriculum development at Mary Baldwin should take, a number of circumstances have to be considered.

First, we live, quite obviously, in an era of widely expanding knowledge about the world around us and about ourselves and our reactions to that world. One very real consequence of this knowledge "explosion" is confusion on the part of students about what can be learned and about how to use what they learn. Colleges like Mary Baldwin can expect more and more, therefore, to have to contend with the question of whether their function is to provide a broad liberal arts education or to provide opportunities for greater specialization earlier in the student's academic career.

Second, because today's college students are generally better informed than their predecessors, their increasing demands for relevance must be met, particularly as that demand refers to the need to relate what occurs in the classroom to what occurs in other areas of the student's life. This report has already discussed ways in which the college can stimulate intellectual inquiry outside the regular curriculum, but we are failing in our task if the disciplined, formal inquiry does not also generate excitement and meet the demands for relevance.

Third, the college student is in the process of maturing. Therefore, the college is met with two challenges: one, how to lead the entering student out of an adolescent concept of education which stresses dependence upon the instructor's thoughts into an awareness of her own intellectual powers and of how to use them; and two, how

to facilitate the transition from the disciplined pattern of the formal inquiry of four years of college to the informal continuing inquiry which ought ideally to be basic to adult life.

Fourth, as a woman's college, Mary Baldwin has a special challenge to recognize changing social trends which are vitally affecting the lives of women and to become more fully concerned with preparing its students for their lives as women.

In 1968, Mary Baldwin initiated a new curriculum, designed generally to give its students greater choice than before in establishing their own programs of study. In accepting the new curriculum and the report of the committee charged with proposing it, the faculty went on record as supporting the concept of liberal arts education defined in it:

> The real function of our proposal is the pursuit of excellence, not just in assigned channels of learning and methodology and content but, above and beyond grades, in the very act and joy of pursuit. We wish to emphasize the great humanistic tradition of knowing and speculating upon not what we know but how we know and why, in fact, we desire to know at all.

As a specific application of this principle, the report proposed that the college retain its traditional pattern requiring each student to choose a discipline in which to concentrate. Aside from this requirement, each student is required to take one or more courses in four areas:

> The college believes that the graduate in liberal arts, in addition to acquiring the tools of learning in a field of major interest, should also have a competent understanding of the methods of inquiry and modes of conceptualization appropriate to each of those areas of knowledge and activity which form the totality of human experience. Each student will, therefore, be expected to demonstrate a sufficient degree of knowledge of (1) the nature of man's means for formulating and communicating knowledge, (2) the natural world from the perspective of science, (3) the world of human society and culture as amenable to scientific study, and (4) the interpretations of human existence in those disciplines known as the humanities.

We see no reason to alter the general guidelines of "flexibility and adaptability" established in the 1968 report. In drawing this conclusion, we considered two other possibilities: one, the ideal of a broad liberal arts education might be best realized through a more solid core of *required* courses than Mary Baldwin now has; or two, the attempt to develop initiative and responsibility might be more effectively realized by abandoning all structure in the curriculum and allowing each student absolute freedom of choice. We rejected both, even with the knowledge that the second alternative is considered by many to be the shape which college curricula will take in the future, and our rejection was based on our conclusion that the present structure strikes a practical, workable balance between a rigidity which would thwart independence, and a total license which would provide no guidelines for students to whom we promise a broad liberal arts education.

Accepting these guidelines as a valuable framework and recognizing the specific challenges outlined earlier, we see nine specific areas which all members of the college community concerned with curriculum must be aware of.

1. *The college must work actively to improve the freshman year experience.* Many of our students come to college with very high expectations which they do not find realized in fact. Part of the problem is in the idealized nature of those expectations, many of which it is simply beyond the college's power to meet; but it is at the same time the responsibility of an institution of higher learning, and perhaps particularly of a small liberal arts college, to respond sympathetically and affirmatively to the enthusiasm of its students, even though that enthusiasm in the case of freshmen may sometimes strike older students and faculty members as naive and untempered by careful thought. One possible innovation is a series of cross-disciplinary freshman seminars concentrating on developing competence in methods of inquiry or on understanding relationships among various disciplines (*e.g.*, "Science and Literature in the 20th Century" which might consider scientific and literary naturalism and relativity, anti-science literature, utopias, etc.).

Another kind of innovation is a series of lectures and discussions relating the various academic disciplines and theories of knowledge to life styles and careers. Such a series could be set up in lieu of one of the four courses normally taken by freshmen, and it could be either non-credit (but with required attendance) or credit on a pass/fail basis. Besides such formal curricular innovations, a number of steps could be taken within the present structure for improving the freshman year: *e.g.*, improving the advisor system to encourage entering students to move beyond courses in the core requirement and to take at least one or two courses their first semester which open up new areas of inquiry for them or which allow them to

pursue their own intellectual interests on a relatively advanced level.

2. If we are to remain a women's college (and we are convinced, as we have noted earlier in this report, that only financial need or changing social milieu should cause us to become coeducational), we must consider more closely the responsibility which we have toward our students as women. Aside from a few courses—*Marriage and the Family* being one notable example—we offer very few courses which allow our students to consider their roles as women in society. We are not agreed that the college should establish formally a "Women's Studies" program, similar to the "Black Studies" program at a number of universities and colleges, *but we do urge the necessity for Mary Baldwin, even in its formal curricular offerings, to focus more sharply on such considerations as the roles of women in literature, history, and the arts; the problems of women in contemporary society; and so forth. We recommend also that the college vigorously pursue a study of the role of women in society through conferences, workshops, lectures, and counseling sessions.*

3. While we conceive of a liberal arts education as "freeing" the student intellectually by teaching her to think, to consider what it means to be human both individually and socially, and while we therefore recognize that a liberal arts college cannot and should not be primarily concerned with career training, we nevertheless recognize that the college's responsibility extends to alerting its students to career possibilities and serving as a liaison between the student and the world of industry, the professions, and graduate education. We have passed the time when the majority of our graduates entered married life as a total career. Not only do more and more of our graduates go on for further education or enter careers, but more and more of those who marry are turning to careers outside the home. Further, the legitimate demands of women for equal opportunity are being heard and met. These two trends—increasing interest among students in careers and graduate education and increasing interest on the part of business and industry in hiring women for a greater variety of jobs at salaries equal to those of men—must be recognized and responded to by the college.

We recommend, therefore, that greater effort be made both to counsel students about career opportunities for liberal arts graduates and to bring our students to the attention of industries and graduate and professional schools. The college should hire a full-time career counselor who is aware of opportunities for women in industries, the professions, and graduate schools and who will actively work to bring together industry representatives and students. Information about career opportunities for women majoring in various disciplines should be disseminated throughout the entire college community, including the faculty, whose lack of information about careers outside teaching often hampers their ability to advise students, even those majoring in their departments. Further, such undertakings as the 1970 successful conference on Women In Industry (which had its genesis in this committee through the work of Mr. Ralph Kittle) should become important recurring events in the life of the college.

4. *The campus must not be allowed any longer to lie dormant during the summer.* We think, however, that a summer session which duplicates courses offered in the fall and spring semester would lack drawing power, at least for the immediate future. We therefore propose a number of alternatives which should be considered:

(a) Workshops of two or three weeks' duration for members of the Staunton community, for alumnae, or for special groups, including industry. There might be problem or subject-oriented workshops: environment, effective com-

munication, foreign affairs in historical perspective, etc. In the case of business groups, the mornings might be spent in training sessions with business leaders, the afternoons with faculty in "enrichment" courses: fine arts, literature, history, etc.

(b) Summer research, both for our students and students from other colleges. Such a program would be particularly beneficial for students in natural science and psychology, especially since the college has constructed a new science center. A number of the science faculty have urged that the college undertake such a program. Summer research need not, of course, be limited to science, particularly as the library holdings in the humanities increase.

(c) A special "short-term" session, primarily for our regular students. Such a session, lasting no more than four weeks, could be offered immediately after the close of the spring semester. It could be used for research on a limited topic, for special courses not adaptable to a full-length semester, or for intensive directed reading and studying. It would have the advantage of leaving the bulk of the summer free for vacation, job, or regular summer session at another institution.

(d) Special sessions for superior high school students, similar to "Governor's Schools" established by three other states.

(e) Opening up the campus for special programs such as Boys State and Girls State, craft workshops, programs for the deaf and blind.

5. We perceive in society an increasing interest in the performing arts both as ends in themselves and as means to other ends: self-understanding, the experience of creativity and, through that, self-fulfillment. There are indications that our society is beginning to modify its concern with technological process by recognition of the necessary role of drama, art, and music in the full life. Now more than ever Mary Baldwin needs a teaching facility which will allow the best opportunity possible for students and other members of the college community to involve themselves in this area. *We recommend, therefore, that the college, as a top priority, begin planning a fine arts building.*

6. The college at present has no fully defined and active honors program, though there are each year a number of entering freshmen who are designated "Honor Scholars" because of high scholastic achievement in high school. These students are allowed the option of taking special "Honors Colloquia" in their freshman and sophomore years. During the academic year 1969-70 a faculty committee studied honors programs at other colleges and considered in depth our situation at Mary Baldwin. The conclusions of this committee indicated that the practice of offering the "Honors Colloquia" be continued. The courses to be offered would be problem-oriented, cross-disciplinary, and designed to develop critical independence. Topics would vary from semester to semester and although "Honor Scholars" would have priority in registering for these courses, other interested members of the academic community would be included. Further, the faculty committee concluded that during their junior and senior years on campus the "Honor Scholars" should be encouraged to undertake directed study projects in areas of particular interest to them. Development in this direction would recognize that a unique kind of teaching and learning takes place when one teacher and one student work together as partners in a tutorial. *While we recognize that the cost of implementing such tutorials would be prohibitive, we nevertheless think the college should work toward that as an ideal goal, albeit a possibly unrealizable one, rather than attempt to establish a full honors program separate from the regular curriculum.*

7. While the committee does not wish to suggest altering our primary function as an undergraduate liberal arts

institution, at the same time we think that the college should not close itself off entirely from directions leading beyond that function. *We suggest, therefore, that Mary Baldwin might begin to investigate the possibility of offering graduate credit courses leading to a Master of Arts degree.* There is evidence to support the idea that a successful and self-supporting program in Madrid, leading to an advanced degree in Spanish, could be established within a very short time. A number of our language faculty, both on the Staunton campus and in Madrid, believe that the college can and should move in this direction.

8. *The college should be alert to enlarge the options offered in the curriculum by fuller cooperation with other colleges in our region,* keeping in mind the fact that as communication facilities become more advanced and widespread the size of our "region" will expand. We have in mind the expansion of such programs as the eight-college consortium to which we belong and the physics major which we can offer because of the cooperation of Washington and Lee University. The college might very well begin considering the possibility of extending its overseas summer programs through cooperation with other colleges and expanding the present arrangement to include what are becoming increasingly important area studies: Russian, Eastern studies, and so forth. It is only through such imaginative cooperative ventures that small liberal arts colleges like Mary Baldwin can hope to keep pace with many of the demands which the next decade will make on educational institutions. Moreover, the problems implicit in maintaining a relatively small size while at the same time offering a variety of courses might very well be largely solved through such programs.

9. Finally, we commend the emphasis which the college places on good teaching as the primary professional duty of its faculty, recognizing at the same time that original research is a necessary concomitant of good teaching. *The present system of student evaluation of faculty performance as an aid to effective classroom presentation should be continued, though the form of evaluation should be brought under constant review. We suggest that similar continuing formal self-evaluation be initiated in the areas of curriculum and grading. We recommend, in order to implement the desire for better teaching, that faculty workshops be established in which teaching techniques and experiences can be discussed.* We do not have in mind, of course, coercing the unwilling teacher into participation in such workshops, but we do think it is the college's responsibility to set up, more or less formally, such opportunities for those who wish to take advantage of them. The workshops, moreover, should be only one form employed by the college in its attempt to offer, in fact as well as theory, excellence in the classroom.

THE curricular recommendations which we have made are, we recognize, generally conservative ones. This fact reflects our conclusion, after studying what we consider to be the major alternatives, that the curriculum at Mary Baldwin, innovative in spirit if not always in practice, can best serve, because of its provision for study in depth *and* breadth, the requirements of a liberal education. We have emphasized, therefore, innovations—increased attention to the particular responsibilities in educating women, summer sessions, cooperative programs with other colleges, a revitalized freshman and honors program, increased emphasis on the fine arts—which are possible and desirable within a curricular framework which our study has convinced us is best for Mary Baldwin.

The Consequential Impact: Challenges Match Opportunities

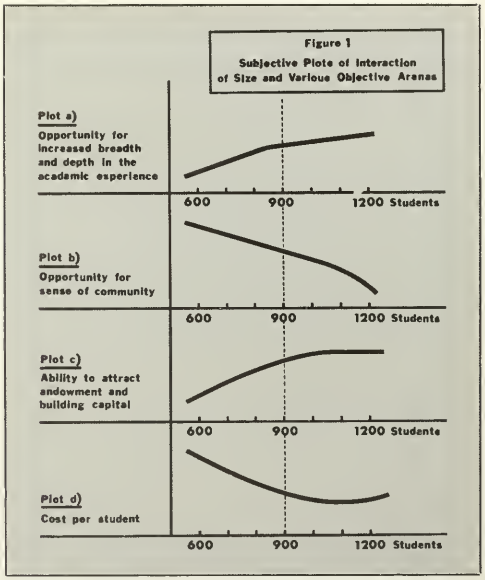
We have talked of the challenges of the '70's primarily in terms of their effect on the character and style of the college community. We have recommended responses to specific challenges. Each, if appropriated, will have its own effect. If any or all of them are appropriated they will together have complex implications both for the size of the students and year-abroad students. Such an enrollment including gifts, endowment, tuition and government aid. *Size* and *financial support* are two of the most important variable factors in the life and administration of the college. What can be achieved in regard to these factors will itself help to determine the limits on the efforts of the college to implement that style of community best suited to the heritage of Mary Baldwin and to the challenges of the '70's.

At the present time the college can accommodate 660 resident students. The basic plant and campus, however, could serve an enrollment of up to 1,200 resident and day students and year-abroad students. Such an enrollment would require additional dormitory space, some off-campus housing and a Fine Arts building which would contain additional regular classroom space. The Committee spent considerable time discussing the relationship of size to the goals for the college community covered in Chapters One through Three and to the other variable factor of financial support. Within the range limits of present enrollment levels and a potential of 1,200, we examined, albeit in a somewhat subjective manner, the impact of various enrollment levels on such arenas as:

a) opportunity for increased breadth and depth in the academic experience
b) opportunity for sense of community
c) ability to attract endowment and building capital
d) opportunity for broader socio-economic span
e) cost per student

A plotting of the consensus of our judgments in these various arenas against a common scale of size between 600 and 1,200 students made the need for careful attention to the matter of size in relation to the entire span of basic objectives quite clear.

Consider the opportunity for increased breadth and depth in the academic experience. With a larger enrollment it would become possible (holding faculty cost per student fairly level) to increase the variety of offerings and provide for independent study. From where we are, however, a doubling of enrollment would not automatically result in the doubling of the academic opportunity. The depth and variety of talent in some of the very thinly staffed academic departments could certainly improve rather dramatically but, once these basic deficiencies were remedied, further increases in faculty would bring only modest gains in breadth and depth while increasing operating costs.



However, to remain at the present enrollment level of approximately 700 students would require major increases in student comprehensive fees, which in recent years have risen at an average rate of $200 per year. Because the college derives over 80% of its income from student fees, major increments would be required just to meet annual cost-of-living increases. The implications of this for student recruitment and retention are apparent, because student aid funds must be increased coincidentally with fee increases.

Consider the opportunity for sense of community. Here, in relation to that strong sense of community that prevails at Mary Baldwin now, the committee could see larger enrollment as leading only to weaker interpersonal understanding among all members of the community, including faculty, fewer opportunities for participation in some aspects of the government of the community, and greater submission of individual identity to the interests of the larger community.

Beyond 1,000, the sense of community would decay rapidly as major housing arrangements would have to be made requiring significant capital outlays.

Consider the ability to attract endowment and building capital. Increased size could lead to increased visibility—particularly if that increase is accompanied by identity with offering something special, something unique—and something very important to the '70's and beyond. We feel we do have that sort of opportunity in these programs recommended for Mary Baldwin at a time when preparation of women for fulfillment in careers beyond marriage and motherhood is of paramount importance both to the individual and society. We would expect that much of the increase in attractiveness would occur with enrollment increases up to those requiring the addition of a Fine Arts center (at about 800-900 students). From there on, further increases in enrollment would offer little toward increasing attractiveness for financial support.

Consider the cost per student. As the basic fixed overhead cost and core administrative staff expenses are spread over larger enrollments, the cost per student could decline, albeit in relatively modest amounts, since those common overhead costs represent less than 25% of the total operating costs. Larger size would, however, lead to additional opportunities for lowering costs by taking advantage of the ability to support a larger faculty only up to the point that there is improved depth of coverage in the key disciplines. Under larger enrollments it would be possible—not necessarily preferable—to increase the student/faculty ratio.

Beyond an enrollment of 1,200, the cost per student would increase dramatically as the core campus facilities and land would no longer be adequate and a separate campus annex would be required along with increased overhead staffing for maintenance, operation, transportation, communications, etc.

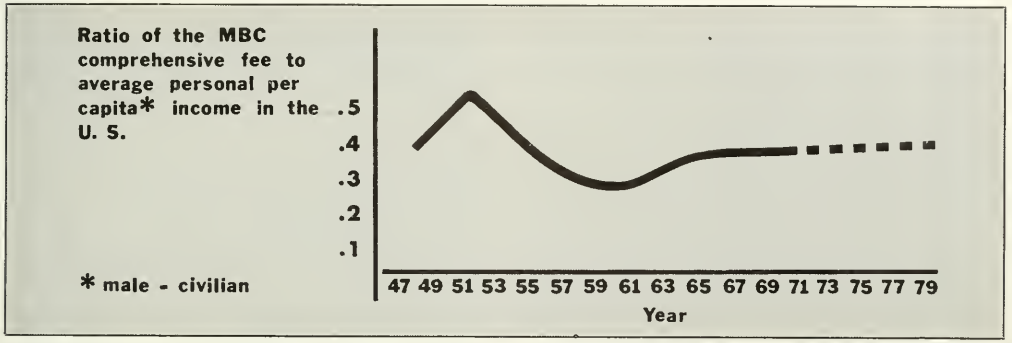
Putting all these relationships into a single chart demonstrates visually the challenge of balance in arriving at the optimum size target for Mary Baldwin. We concluded that the best balance could be achieved at a target enrollment of 900 students. But whether or when that might be set as an objective would have to be related to many other practical concerns.

We would project the financial impact of these recommendations as follows:

	1970-71	1974-75	1979-80
Enrollment	700	800	900
Comprehensive Fee	$ 3,300	$ 4,000	$ 4,400
Capital Expenditures			
Buildings:			
Fine Arts			$1,150,000
Dormitory		$1,332,000	$ 586,370
Endowment	$1,500,000	$1,800,000	$2,300,000

We have chosen to be quite realistic about the short range; in the projection, we have assumed that any change in trend with regard to applications or the prospect for increased enrollment would not take place any sooner than 1974/75. In addition, we have projected some increase in the student/faculty ratio. This does not automatically indicate a departure from the aforementioned curricular goals. We feel progress towards many of those goals could still be achieved when the details of the curricular program and scheduling were developed further.

THE committee is well aware that the foregoing discussions of size and finance were unconstrained by the more practical question of whether Mary Baldwin could even in the long term obtain such increased enrollment and additional financial support. We do feel that we projected reasonable goals, but reasonable only so long as enrollments could in fact be increased without resorting to short-


Ratio of the MBC comprehensive fee to average personal per capita* income in the U. S.
.5
.4
.3
.2
.1
* male - civilian
47 49 51 53 55 57 59 61 63 65 67 69 71 73 75 77 79
Year

term expediencies that might endanger longer term goals for community, ethos, style and curriculum.

We are well aware that small independent liberal arts colleges are generally suffering from competition with larger tax-supported institutions. According to figures recently released by the State Council of Higher Education, enrollment in private colleges in the Commonwealth of Virginia decreased from 31.4% in 1960 to 20.6% in 1970. *We seriously doubt, however, that this trend will continue to the ultimate demise of the small independent liberal arts college.* As the big institutions get bigger, as the big institutions are forced to be something for everyone, they become less unique.

In contrast, the small independent liberal arts colleges gain visibility as something very special—each with a special ethos and style that can be the better educational opportunity for the individual seeking to find herself, not lose herself.

Some will argue that such optimism is based merely on rhetoric and is doomed to fall under the burden of continually rising tuition rates. Historical statistics, however, show that comprehensive tuition fees have *not* risen any faster than average personal income. We see no reason for such a statistic in the '70's to be significantly different from the recent past.

Higher tuition rates will not of themselves deter opportunities for growth in enrollment. Rather, it will be the challenge of excessive capacity available elsewhere at tax subsidized rates.

Will, however, the tax-paying public continue to increase such subsidies as the overall demand for tax funds in the fields of welfare, pollution control, urban rehabilitation, medical insurance, etc. rises at ever-increasing rates?

Will the tax-paying public possibly lower their degree of support for larger depersonalized state institutions?

Will the uniqueness of small independent liberal arts colleges start to shine through, gaining new support from people and foundations that find greater hope in decentralization as a means to national self-realization?

Our committee has no special expertise in finding answers to such questions in the crystal ball. But we do think the possibilities for an improving competitive stature for small independent colleges are adequately great for Mary Baldwin to strive for the challenging goals we suggest constrained only by the realities of the world and specific time in which it exists. This means that if applications fail to show any increasing trend, then attention must first be directed to those recommendations that can provide the most adjustment to the challenges of the '70's at minimum incremental cost.

The optimum size of 900 must not be a goal in itself; it is only a recommendation for excellence should the attractiveness and uniqueness of Mary Baldwin start to attract greater interest.

As a practical matter, in the short range, financial projections will have to take into account the possibility of a decline in enrollment. Some short range emergency measures to ensure the long term financial health of the college

may have to be taken. But should enrollments not decline, then the college will be in a position first to withdraw some of the emergency measures and second to continue planning ahead towards some, though maybe not all, of the goals set forth by this committee. Hopefully, the endowment funds will also continue to grow.

If the college should, in the near term, find itself able to think more positively about its financial future, we would note these basic alternatives:

a) start going for the larger size, requiring the fine arts center and new dorms;
b) go for the fine arts center as a facility sorely needed to round out the college and make it competitive;
c) move ahead on scholarships to broaden the socio-economic span;
d) move ahead on the many social and academic community programs suggested in this report;
e) build a significant surplus;
f) lower (or at least not increase) tuition rates.

From among these alternatives we would recommend first considerations be given to c) and d). If the possibility of larger enrollments should become quite realistic, then the college could move first toward b) as such a move would certainly serve to ensure growing popularity.

The additions for housing capacity up to 900 should not be taken until there is evidence that the trend is definitely holding. We would not recommend the building of a significant surplus; we seriously doubt whether other competing educational institutions will choose that alternative in improving their educational program and, hence, such a move would simply make Mary Baldwin less able to compete. And, as for lowering or holding tuition rates, as long as they hold in their relationship to personal income growth, we see little to be gained in using price as a means to make the college grow—particularly when the "price" competitors, the rates at tax-supported institutions, are so far apart. Mary Baldwin has to sell itself on its quality, style and ethos, and the tuition rate is the consequence of its meeting its high standards of performance.

The committee is fully aware that these are great challenges but they match the importance of the opportunities. We would hope that, in this report, we have outlined a response to the challenge of the '70's that could make Mary Baldwin a very special place, fully deserving of the support needed to make it all possible.

The Challenges for Mary Baldwin in the Decade Ahead

HIGHLIGHTS OF THE COMMITTEE RECOMMENDATIONS

- That the college add a chaplain as a high administrative officer whose responsibilities will tie him (or her) closely to the educational enterprise and will develop more fully the sense of community within the college and between the college and the larger spheres of society.

- That the president institute regular discussions among faculty, students and administration of the meaning of liberal higher education.

- That the college continue and expand its efforts to achieve a greater heterogeneity. . . . That frequent review be made of course programs and admission policies for widening the age spectrum among students.

- That in the selection of new personnel (faculty and administrative staff) diversity of viewpoint be placed second only to need for competence.

- That, for the time being, Mary Baldwin remain a college for women.

- That the freshman year experience be enriched with innovative seminars, lectures and discussions and the advisor system be improved.

- That the college consider more closely its responsibility towards the students as women; pursue a study of the role of women in society through conferences, workshops, lectures and counseling sessions.

- That the college recognize and respond to the increased interest among students in careers and graduate education and also the increased interest on the part of business and industry in hiring women for a greater variety of jobs. . . . That the college employ a full-time career counselor.

- That the campus be used during the summers for such activities as workshops, research, a special "short-term," and sessions for superior high school students.

- That the college begin planning a fine arts building.

- That the college work toward a tutorials program as an ideal goal rather than attempt to establish a full honors program separate from the regular curriculum.

- That the college investigate the possibility of offering graduate credit courses leading to a Master of Arts degree.

- That the college be alert to enlarge the options offered in the curriculum by fuller cooperation with other colleges in the region, especially in the eight-college consortium and overseas summer programs.

- That evaluation of the faculty by students continue, and similar evaluations be initiated in areas of curriculum and grading.

- That the optimum size target should be an enrollment of 900 students.

SOME ALTERNATIVES

The competition of larger, tax-supported institutions is unlikely to continue to the ultimate demise of the small, independent liberal arts college, and the latter are gaining visibility as something very special.

If finances are available, the college should move ahead on scholarships to broaden the socio-economic span and on the many social and academic community programs suggested in this report.

If larger enrollments become realistic, then proceed with the fine arts center as a facility needed to round out the college and make it competitive.

Tuition rates should be held in their relationship to personal income growth; Mary Baldwin must sell itself on its quality, style and ethos and the tuition rate is the consequence of meeting its high standards of performance.

The Committee

Richard P. Gifford, Chairman, Vice President and General Manager of the General Electric Company's Communication Systems Division with plants in Lynchburg and Waynesboro, Va. Graduate of Harvard; Fellow of Institute of Electrical and Electronics Engineers; Presbyterian elder and Sunday School teacher; Vice Chairman of the Lynchburg School Board.

Herbert B. Barks, Jr., minister of the First Presbyterian Church of Lynchburg, Va., and a Mary Baldwin trustee since 1968; will become Headmaster of Baylor School in Chattanooga, Tenn., in the fall of 1971; has held pastorates in Georgia, Tennessee, Louisiana and California; bachelor degrees from University of Chattanooga and Columbia Theological Seminary; studied for a year at University of Hamburg.

Lila Caldwell, Dean's List member of the MBC Class of '71 and the daughter of Dr. and Mrs. George M. Caldwell, of Christiansburg, Va.; a Judiciary Board officer, member of the Choir, member of the Laurel, Mary Baldwin leadership society, and in Who's Who Among Students in American Colleges, Universities.

Lloyd Cather, an Honor Scholar member of the MBC Class of '71; the daughter of an alumna, Mrs. Douglas A. Cather and Mr. Cather, of Winchester, Va.; member of the Choir, reporter for *CAMPUS COMMENTS* and in Who's Who Among Students in American Colleges and Universities.

Mrs. John W. Deming, the former Bertie Murphy of the MBC Class of '46; a trustee since 1963; wife of a physician and mother of two sons and two daughters; a leader in welfare and Presbyterian Church work in Alexandria, La.

Carl N. Edwards, Assistant Professor of Religion and Philosophy since 1968; graduate of Duke and Union Theological Seminary; studied in Heidelberg; ordained in the Protestant Episcopal Church; former associate executive director, Society for Religion in Higher Education.

Mrs. William Michael Hix, the former Mary Lewis of the MBC Class of '65, now of San Antonio, Tex.; was president of the Student Government Association and worked as college admissions counselor. Husband is an Army officer, intelligence branch. Mother of a daughter and son.

Ralph Wade Kittle, Vice President of International Paper Company, New York; a trustee since 1969; graduate of University of Virginia Law School; advisor to various congressional committees; member of President's Advisory Board on Water Pollution Control; father of Cornelia Kittle, MBC graduate of 1970.

James D. Lott, Associate Professor of English; on the faculty since 1964; doctorate from University of Wisconsin; other degrees from Tennessee and Vanderbilt universities; directed summer study in Oxford; advisor to the yearbook editors.

Dorothy Mulberry, Professor of Spanish, member of faculty since 1958; organizer and alternate director of the Academic Year in Madrid; travelled and studied extensively in Europe; member of Phi Beta Kappa; degrees from Miami of Ohio and University of North Carolina; formerly taught at Wellesley and universities of Kansas and Miami of Ohio.

Gordon Page, Professor of Music, a 22-year veteran of the faculty and the only teacher of choral music; founder and current director of the Choir of Mary Baldwin; a collaborator on transcription and production of medieval church dramas; frequently a soloist; researched in Paris in 1967.

Mrs. Ritchie Curtis Saunders, Jr., the former Martha Godwin of the MBC Class of '48, now of Suffolk, Va.; president of the Alumnae Association, 1966-68; church and community leader; husband a business executive; mother of two sons.

Charles Johnson Stanley, Professor of International Studies since 1965; born of missionary parents and educated in China; member of Phi Beta Kappa; graduate degrees from Yenching and Harvard universities; as foreign service officer assigned in Switzerland, Taiwan and Japan; taught in China and at University of California; author of Chinese historical studies.

Ellen Vopicka, Assistant Professor of Biology; member of faculty since 1968; has degrees from Cedar Crest College, Wake Forest and a doctorate from the University of Vermont; research field, developmental biology.

Craven E. Williams, Vice President of the college; formerly Assistant Director of Development and Alumni Affairs at his alma mater, Wake Forest University; also a graduate of Southeastern Baptist Theological Seminary.

The Time is Here: We Have Begun Our Work

The report of the President's Committee on the Challenge of the 70's represents an important milestone in the history of Mary Baldwin College.

While the report reaffirms the basic nature of Mary Baldwin—its programs, its faculty and its students—at the same time the committee has set out for us definite guidelines for further development of Mary Baldwin as a distinctive liberal arts institution.

Already, we have begun to implement the committee's suggestions in certain areas; more recommendations are being studied for immediate action, and still others will unfold in the months and years ahead.

Chairman Gifford, left, turns the committee's work over to President Kelly.

To comment upon a few of the basic recommendations:

It is quite significant for all of us that the committee, after careful review, has determined that Mary Baldwin should remain a woman's college. In the midst of public debate on the viability of educational institutions for women only, the committee report has unequivocally reasserted this mission for Mary Baldwin.

On the matter of size, the reports speaks quite cogently of the values of the small, liberal arts college, yet it also recognizes the need for a modest and carefully controlled expansion in our enrollment, with corresponding development of academic and physical resources to accommodate such an increase. This report points quite clearly to advantages to be derived academically, socially and economically from an expansion to perhaps 900 students through the 1970's.

In our academic programs and other educational opportunities, the committee's review finds us heading in quite positive directions. Yet, certain new approaches and emphases are suggested.

As a direct outgrowth of the discussions of the President's Committee, Mary Baldwin already has established timely leadership among women's colleges in seeking new educational and career emphases for our graduates. We were a sponsor of the national conference on "Women in Industry" held on our campus last December. We have also added a highly qualified staff officer to direct full-time career counseling and placement activities. Further, we are examining ways to redirect emphases in the liberal arts curriculum so that our graduates may be better informed and prepared for the career challenges of today's women.

The recommendations concerning the religious life of the campus have profoundly impressed the entire college community. An advisory committee of students and faculty is assisting in the selection of a full-time chaplain and I hope we will be able to appoint this important staff officer by the beginning of the 1971-72 session.

The concluding chapter of the committee's report holds the vital keys to our future. Here our hopes and dreams are drawn together, tempered by the realities of our times. Alternatives are articulated in a manner which displays a close understanding of the challenges which lie before us.

Under the inspired leadership of Mr. Richard P. Gifford, the committee of trustees, faculty, students and alumnae, worked with zeal, dedication, and, above all, affection for Mary Baldwin College. Generations of "communities" to come, as well as those of us here to utilize this report today, will be forever indebted to the President's Committee on the Challenge of the 70's for Mary Baldwin College.

—William W. Kelly

Lee Bridges Emeritus

MATHEMATICS, PHYSICS, CHILDREN'S LITERATURE, PSYCHOLOGY, EDUCATION IN HIS REPERTOIRE

By DON HAMILTON

"I liked teaching from the very beginning."

Dr. Herbert Lee Bridges, Jr. thus reflected on his 50-year career and launched his new life as Mary Baldwin professor emeritus of psychology and education.

A Phi Beta Kappa graduate of the College of William and Mary, he came to Staunton in 1921 to teach mathematics and physics in the local high school. It was his intention to stay in the classroom two years and then try his hand at industrial physics. Accordingly, he resigned, began graduate work in physics at the University of Chicago, then reconsidered the whole idea and returned without missing a semester in the classroom. That was his only temptation to stray from teaching.

His 18 years in Staunton schools Dr. Bridges counts as "invaluable." "I learned more about public education in the Staunton public schools than in all my years of formal professional education," he recalls.

From the classroom at the old Baldwin Street High School, where he created a physics laboratory under the eave of a third floor room, Dr. Bridges moved into administrative positions and served as principal at both elementary and secondary levels. While he was principal at Thomas Jefferson Grammar School he continued teaching physics at Staunton's "new" Robert E. Lee High School. He was principal at Lee High School when "Dr. (L. Wilson) Jarman offered me $100 more a year to come to Mary Baldwin (as chairman of the department of education and psychology)."

His public school teaching career was not without its moment of excitement. That building in which he began the first physics laboratory ultimately was condemned and literally evacuated in the middle of a class. The building had suffered structural strain during a cave-in adjacent to it some years earlier.

"I was teaching in a classroom in which daylight could be seen through a crack in the wall," he recalls. So it came as no great shock that state authorities, during an on-the-spot inspection, ordered pupils and faculty out of the school.

As he recalls the building, "It was just floating on pilings without firm foundation." The pupils were taken outside, permitted to return one or two at a time for their belongings and then moved to temporary quarters in the YMCA building.

Lee Bridges earned his master's in school administration and psychology at the University of Virginia. The quest for his doctorate, after he had joined the college faculty, was something of "a grueling experience." He taught his first period classes at Mary Baldwin, drove to Charlottesville on Tuesdays and Thursdays for graduate classes, and spent his summers also in class. This was all the more grueling because the normal teaching load then was five courses; now it is three.

Dr. Bridges has mixed feelings about what has transpired during his 32 years at Mary Baldwin. At first he was "much impressed" with the emphasis on religion, but he's been disappointed in relaxed requirements of church and chapel attendance, now on a voluntary basis. He agrees, however, that there may be more interest on the part of those students who attend voluntarily.

"But when I came to the college," he recalls, "there were three required chapel services a week and two contemporary affairs lectures; and all came, students, faculty and administrators."

"Dr. Jarman insisted on it and I think it had its benefits," Dr. Bridges said, conceding that the present trend "of liberalization is a difficult adjustment for a person of my age."

He stands pat, though, when he discusses the lack of dress regulations. "Teaching was a little more pleasant when students were more feminine. I don't care for casual, sloppy attire."

Lee Bridges himself ran afoul of college regulations in his bachelor days as a high school teacher. He had been smitten by the femininity of a Mary Baldwin pupil, Miss Dorothy Hisey, of Staunton, and it was his custom to "walk" her to her first class each morning. One morning as Dorothy turned to wave goodbye, she backed into Marianna Parramore Higgins, principal of the seminary and dean of the college, who made it clear to the young couple that this was not considered customary campus behavior. The incident didn't break up their breakfast dates, however, and Miss Hisey became Mrs. Bridges in 1928. She, too, served the college as alumnae secretary from 1945 to 1954.

Thus the campus was not unfamiliar to him when he became a member of the faculty in 1939. His pattern of college duties paralleled that of his high school experience. While never completely deserting the classroom, he also held several administrative positions. And in the new roles he kept his pleasant association with public education.

"I have taught all of the education and many of the psychology classes offered," Dr. Bridges recalls. His favorite, one that grew into a hobby, was "children's literature." Here again was an opportunity to keep in touch with public education. His courses in children's literature for the University of Virginia Extension Division for a number of years brought enrollments of public school teachers. Continued demand for the course year after year attested to its popularity.

He retired from his post as chairman of the department at age 65 in deference to what he terms a need "for younger blood and younger thinking." Several times in his college career Dr. Bridges was called upon to be an administrator outside his department. When Dean Martha Grafton did her stints as acting president, he became acting dean.

What Dr. Bridges described as "a pleasant, but time-consuming role" was that of director of student teaching for at least 25 years.

His community service, beyond that in the interest of public education, has centered about his church. He is an elder of Staunton's First Presbyterian Church and clerk of the Session. For 17 years he served as benevolent treasurer of Lexington Presbytery, an organization of 88 churches. Dr. Bridges also was instrumental in the establishment of the King Series of subscription concerts for the general public. He served as secretary of the organization from its founding in 1946, retiring from that post this year.

While he and his wife will maintain their Staunton residence, they expect to spend much time in Williamsburg where Dr. Bridges' sister lives. Their daughter, Mrs. J. Franklin Adams, her husband and two children live in Roanoke.

Going to Williamsburg is an academic "going home" to Lee Bridges. That's where he started school and where his father's job as registrar gave him the privilege of growing up on the campus of William and Mary . . . a college he knows and loves almost as much as Mary Baldwin.

Mr. Hamilton, whose wife is the former Mary Graves Knowles of the Class of '47, is a teacher of American history and coordinator of social studies for Robert E. Lee High School of Staunton.

Dorothy Hisey Bridges and Lee at their farewell party.

The Incomparable GRAFTONS

With dignity and intellectual zeal they have been the life of Mary Baldwin

By KAREN SCHULTZ BAIN, MBC '62

The Pulitzer Prize winning plays—in order—are first on their reading list, followed by the Pulitzer Prize novels—in order.

They both look forward to more time to read more books, to visit their three daughters and four grandchildren, to travel, to explore new interests such as the opera. She says she wants to learn more about cooking. He says he simply wants to learn to cook. Their list goes on. Retirement for Martha and Tom Grafton is obviously not to be a rocking chair proposition. But then, knowing them, who would expect it to be?

She stepped down June a year ago as dean of the college, although she continued to teach as usual in the sociology department he founded 36 years ago. This June they both retired from the faculty, he as professor emeritus, and headed toward a new life "in retirement."

"I'm going to know how the slaves felt on Emancipation Proclamation Day," Dr. Grafton said as he approached retirement. "There are so many things that I have wanted to do that have been crowded out over the years by the pressures of teaching."

Leaving the faculty will not, of course, mean that they're leaving Mary Baldwin. He expects to spend a good many mornings in the Martha Stackhouse Grafton Library, reading and writing, particularly about the sociology of religion, long a special interest of his.

"Whether I write anything publishable is not as important as helping me bring my thoughts into focus," he says.

She's already planning an article on "Mary Baldwin as a Matrimonial Bureau" for an upcoming college publication.

They expect to hear many of the

public lecturers on the college calendar.

"Mary Baldwin College has been our life," they say.

Their married life really did begin with a wedding breakfast in the Administration Building in what is now the admissions director's office. The ceremony had taken place at her sister's home in Waynesboro.

She grew up in Dillon, S. C., as Martha Stackhouse, enrolled in Agnes Scott College in Decatur, Ga. where she met Thomas Hancock Grafton, a graduate of Presbyterian College and then a student at Columbia Seminary.

He has often laughed about their courtship, recounting how once he called to ask when he could see her and she told him if he wanted to see her that day he could escort her from one meeting to another.

It must have been that experience which sparked his founding of the "Royal Order of Long-Suffering Husbands of Over-Active Women," a title he recites with relish. He serves as "convener and head of the secretariat." "Prince Philip is a member, although he doesn't know it," he says.

Dr. Grafton grew up in China, the eldest of three sons (the other two are lawyers in Louisville, Ky.) of Presbyterian missionary parents. He was taught privately in the orphanage his parents operated until he was ready for the Shanghai American (high) School.

Even as a youngster, he says, he wanted to teach and preach, goals he has now fulfilled, with 38 years on the Mary Baldwin faculty, plus two years teaching at Presbyterian College, plus 27 years as minister of Finley Memorial Presbyterian Church in Stuarts Draft. As a seminary student he shared a pastorate with the late Peter Marshall at Barnett Presbyterian Church in Atlanta. Now he continues to preach at Fairfield Presbyterian Church, south of Staunton.

She finished at Agnes Scott, where she was president of student government, in 1932 and then headed to Staunton to accept a job as assistant dean at Mary Baldwin College.

"Dr. Jarman wrote me I'd be third in command. I was too young to realize I didn't know anything, so I didn't think anything about taking the job," she recalls with a chuckle.

On the morning of December 17, 1932, "I accepted a job teaching at the college and we were married that noon," he says.

After that memorable Christmas vacation, including a honeymoon by train to Mississippi, it was back to the books at Northwestern University for Tom Grafton. He was awarded his

The family in younger days, an example of love and cooperation for thousands of students.

doctorate in 1933 and came to Mary Baldwin that fall as associate professor, teaching religious education, education, and Bible. The next year he started the sociology department. He later studied at the universities of North Carolina and Chicago, the Richmond School of Social Work, and the Garret Biblical Institute.

The Graftons (or the "G's" as they often call themselves) have been an integral part of Mary Baldwin memories that vary as much as the Graftons themselves and their activities. Undoubtedly, each memory is special:

His prayers—whether for a sunny day, the dedication of the library or the opening of another college year—delivered in deliberate, sonorous tones, mirroring the King James language he knows so well:

"Bless the great world
in which we shall one day play
the roles
for which this college session
is a preparation.
Make meaningful these passing
years
in their own right
as a time of discovery
and responsible choice
and commitment to the highest."

Her "Marriage and the Family" course which has offered so much practical wisdom to students and about which one auditing faculty wife, happily married for 25 years, said, "I wish I could have had this earlier."

His way of posing a question about some obscure Biblical passage or literary quotation or just some trivia, his eyes glittering with glee at stumping you (especially if the quote is from your field) and at the alliterative sounds tripping off his tongue.

Her ability to help persons—students, faculty, staff, apparently anybody—get their problems in perspective and then get them solved, all with seemingly little effort.

His reign as co-May Queen in 1958. ("My function was to put the crown on Peggy Flythe's head.")

Her appearance as Sophie Tucker at a "suppressed desire" party.

His reminder to general sociology classes that "accommodate is spelled with two c's and two m's." (You knew now to remember.)

Her South Carolina accent. *His* versatility in Chinese, especially when he happened to step in a hornet's nest.

His teaching the alphabet to their twin daughters by teaching them famous sociologists—A to Z.

Her love of detective stories. *His* passion for the Chicago White Sox, a team he has followed "through thick and thin, mostly thin" since 1919; a devotion so well known that he gets phone calls from all over the country on those rare occasions of a White Sox victory.

His zeal for walking, perhaps best highlighted in his 1958 newsmaking hike with two physical education teachers to Stuarts Draft and back, a total of 27 miles and six sore feet.

His match-making achievements, long before IBM computerized the process, even under the handicap of knowing "lots of girls, not too many boys." (A notable case here is Nan Candler, a sociology major of the class of 1957 who he knew was meant for a nephew, Charles C. Freed, then a student at the Medical College of Virginia. Dr. Grafton arranged a meeting of the two at Easter, and they fell immediately in love. In August he went to Dallas to perform the wedding ceremony. Now he often sees the Freeds and their four children at their happy home in Danville, Va.

And who could forget the picnics at Whimsy, their comfortable cottage near Stuarts Draft? They expect to spend much more time there now that they're free from classroom schedules. With their house in Staunton, "There'll be two yards to mow, two sets of windows to be washed, etc.," they forecast about keeping busy.

Dr. Grafton says that if a monument to his material success exists, it is the 13'2" cistern at Whimsy. He dug it himself with the aid of a pickaxe, shovel, bucket and a rickety ladder.

He had some material success also in the building of Chip Inn, the college's rural recreation center, next door to Whimsy. The Graftons gave the land, the students raised the money for the building and Dr. Grafton was "sidewalk superintendent" as the house went up at the unbelievable rate of 50 cents an hour for the carpenter.

Threaded through all the memories are the warmth, understanding, love, compassion, humor and dignity which they exemplify, both singly and together, for all who know them.

Quietly, without fanfare, they have been far ahead of their times, each pursuing his/her own career and cooperating in bringing up their three daughters. They have lived, without a "look-at-me" attitude, the life that women's liberationists proclaim so shrilly today.

She gives the credit to him: "My husband has been the key. If a

woman wants to have a career and a family, she must choose her husband with care."

He is pragmatic: "At a certain age, your children are gone—and then a career absorbs your energy and gives your life structure."

Besides, he says, "We have regarded our marriage as a partnership and what each did was for the other. . . . We think marriage gets better and better."

"We owe Mary Baldwin a great debt," she says, noting that the structure of college life lends itself ideally to a career and a family. Their family consists of Lettie, now Mrs. John Harwell, of Memphis, and Lib, now Mrs. Joe Hall, of Columbus, Ga. the twins, and Margo, now Mrs. Wayne Rundles, of Durham, N. C.

Many have tried to measure the debt of gratitude Mary Baldwin owes the Graftons.

The 1955 Bluestocking dedication praised Dr. Grafton "for his quick wit and appropriate epigrams on every occasion. Behind the laugh there is a solemn wisdom and an agile mind: behind the analytic disposition, there is a deep sympathy and concern for others. He challenges others, directly and indirectly, to use their minds more fully. He leads us to an emotional and intellectual understanding of God."

"I think it is fair to say that the things that make Mary Baldwin great today are due more to Mrs. Grafton than any living person," says Mr. Edmund Campbell, a veteran trustee and former chairman of the Board. "Dr. and Mrs. Grafton complement each other in many ways and together they have formed a dual asset which was more than either of them could have been separately."

The flexibility of the Graftons through the years has been outstanding. They have faced change, assimilated the new and applied the best of it, while preserving the strengths of the past. Many times she has said: "Just because we've been doing a thing that way doesn't mean that we have to keep on doing it that way."

Their success in living that philosophy has endeared them to college students of 40 years, the liberated mini-clads of today as much as the regulated "midis" of yesterday. The class of 1969, the last of many they sponsored, wrote this fitting tribute in the 1969 Bluestocking:

> "At the head of the college community,
> a harmony of intellectual exactness and human insight,
> exemplary of the spirit of academic progress,
> touching the lives of students with a subtle wisdom—
>
> The Graftons."

Mrs. Bain, a former staff writer of the Richmond News Leader *and a former director of Mary Baldwin's Information Services, is now news editor of the University of Virginia Information Services.*

NOW HEAR THIS!

Your *Choir in its newest Recorded Adventure 15 Favorite Selections Old and New*

"The Choir of Mary Baldwin College 1970-71"

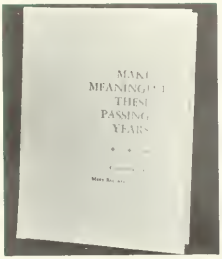
$4.50 postpaid

ARM CHAIR

(with cherry arms)
Seat to top of back: 21"
Seat: 20" wide, 18" deep
Weight: 24 lbs.
Shipping weight: 32 lbs.
Price: $48.00
(Shipped Express Collect)

BOSTON ROCKER

Width between arms: 22¾"
Seat to top of back: 27½"
Seat: 22" wide, 19⅜" deep
Weight: 19 lbs.
Shipping weight: 27 lbs.
Price: $36.00
(Shipped Express Collect)



BOOK OF PRAYERS

"Make Meaningful These Passing Years"
Campus prayers at Mary Baldwin by Thomas H. Grafton
Price: $2.50
(Postage included)

HAM & JAM BOOKENDS

Choose from two finishes:
Wrought iron: $7.50
Verdi: $10.00
(Add $1.00 for shipping)

NEEDLEPOINT KIT

The seal of MBC adapted for you to work for a pillow or picture.
Canvas, yarn and directions all included.
Price: $20.00
(Postage included)

"HOME COOKED" PEANUTS

Big 2½ lb. can of salted jumbos cooked by a traditional Virginia process.
Price: $3.95

(Postage is included. Cans of peanuts must be ordered from: The Hubbard Peanut Company, Sedley, Va. 23878. Make checks payable to Hubbard Peanut Co.—M.B.A.A.)

Order Now: The *1972* Bluestocking—*$8.50 with order (postage included) Delivery by May 15, 1972.*

ORDER YOUR MBC GIFTS

Order from and make checks payable to the following, *except for peanuts orders*:

MARY BALDWIN ALUMNAE ASSOCIATION
MARY BALDWIN COLLEGE, STAUNTON, VA. 24401

I want to order:

ITEM	PRICE

Please ship to: NAME

ADDRESS

CITY STATE ZIP NO.

Check enclosed for a total of . Please read individual shipping charge instructions; please add 4% sales tax if you are a resident of Virginia.

Mary Baldwin

STAUNTON, VIRGINIA 24401